DOCUMENT RESUME

ED 312 633 CS 009 845

AUTHOR Sanacore, Joseph
TITLE The Importance of Reading Leadership: An Annotated Bibliography.
PUB DATE 89
NOTE 12p.
PUB TYPE Reference Materials - Bibliographies (131) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Annotated Bibliographies; Elementary Secondary Education; Higher Education; Institutional Role; *Instructional Leadership; *Reading; *Reading Instruction; Reading Programs

ABSTRACT

After an explanatory discussion of reading leadership, this paper presents a 14-item bibliography reflecting current thinking in the reading field, supportive of administrators, supervisors, teachers, and others concerned with reading leadership. The bibliography includes selections from 1981 to 1989. (SR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED312633

The Importance of Reading Leadership: An Annotated Bibliography

by Dr. Joseph Sanacore
Reading Department
Hofstra University
Hempstead, N.Y. 11550

as009845

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Joseph Sanacore
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

The success of reading programs is dependent on many factors, including effective instructional leadership. Principals and supervisors who engage in a variety of essential roles can improve school environments and simultaneously upgrade reading programs. Positive reading leadership is especially important because a reading-oriented school increases students' chances of being successful in most curricular areas.

Caldwell and Wood (1988) propose a school-based improvement process, and they focus on the supportive roles of school board members, central office personnel, principals, teachers, and staff development personnel. Interestingly, the principals are expected to:

- ensure the positive climate necessary for gaining commitment to school improvement decisions;
- involve their staffs and those clientele served by the school in developing goals and program plans for improvement;
- ensure that staff development programs designed for their staffs are related to their school improvement goals;
- participate in staff development with their faculties;
- ensure that the design of the school improvement plan addresses the major educational problems in their schools;
- implement and evaluate school instructional improvement with their planning teams. (p. 53)

Although these roles are intended for improving school settings in general, they have obvious value for supporting reading instruction in particular.

Specific support for reading leadership is provided by Hoffman and Rutherford (1984), who review some of the major studies concerning effective reading programs. These studies focus on schools that have potential for failure but actually have been successful in terms of high student achievement. While this research reflects both strengths and shortcomings, it provides a clear sense of direction for administrative leadership in the reading program. According to Hoffman and Rutherford (p.88), "If there is a single factor which approaches the status of 'necessary' condition in effective programs it is the force of an instructional leader." This leader can be the building principal with expertise in reading or the administrator working cooperatively with a reading teacher. The effective leadership behaviors include:

A. setting specific goals for student achievement;
B. possessing extensive knowledge about reading instruction and using this knowledge to help implement an innovative program;
C. being actively involved in decisions concerning the program and motivating individual initiative and a variety of ideas from the staff;
D. monitoring student progress on a continuous basis;
E. observing and evaluating classroom instruction and providing teachers with continuous feedback.

In another review of the literature concerning leadership and the school reading program, Laffey (1980) focuses on aspects of administrators' knowledge of reading, their leadership practices, their impact on reading program development and student reading achievement, their ability to promote change, their role in public relations, and their responsibility as an instructional leader. Laffey concludes (p. 634):

> Taking research findings together with suggested practices indicates that elementary school principals need to be 'all things to all people,' filling many different roles. Among other things, the principal needs to establish reading as a priority in the academic curriculum; to act as the key change agent in adopting new programs (insuring adequate resources and materials, providing inservice training, and judiciously supporting experimentation); to act as a constructive evaluator; and to present the reading program in a favorable light to the community at large.

To demonstrate such behaviors with credibility, the educational leader must be knowledgeable in the leadership roles, practices, strategies, etc. of the reading field. (Harris, 1976; Rauch, 1974; Rauch and Sanacore, 1984; Sanacore, 1979) Although knowledge by itself is no guarantee that the administrator will be an effective reading leader, it suggests that he/she is committed to reading instruction and has the potential to be a major source of support. (Sanacore, 1982) The effective reading leader should therefore attend conventions, conferences, and workshops and read books, monographs, and journal articles. The background of knowledge gained from these sources provides the foundation for substantive reading leadership.

The following annotated bibliography represents only one step toward achieving such leadership. Although the sources listed are not extensive, they do reflect current thinking in the reading field. Specifically, they are supportive of administrators, supervisors, consultants, and others concerned with reading leadership. Educators are encouraged to read these and other references as a means of building a continuing knowledge base for enhancing reading programs.

Bean, R.M., & Eichelberger, R.T. (1985). Changing the role of reading specialists: From pull-out to in-class programs. The Reading Teacher, 38, 648-653.

Discusses a study conducted in a large urban school system that changed from pull-out to in-class reading programs. Questionnaires distributed to reading specialists and classroom teachers were returned, and the results were presented in three parts: changes in the reading specialists' roles, perceived importance of varied activities, and strengths and weaknesses of the in-class program. Several conclusions are presented, including (1) reading specialists focused on instruction that was congruent with classroom needs; (2) both specialists and teachers considered the specialists' role to be important, especially as it related to working with problem readers in the classroom; (3) conceptual and implementation problems surfaced when instituting the in-class program.

Ekwall, E.E., & Shanker, J.L. (1988). Diagnosis and remediation of the disabled reader (3rd Ed.). Boston: Allyn and Bacon.

Provides information related to reasons for reading failure, educational factors, psychological and sociological problems, physical disabilities, severe reading disabilities, and other areas concerning diagnosis and remediation. Especially pertinent for administrators is "Chapter 13" which focuses on the administrator and the remedial reading program. This chapter concerns the roles of educational leaders, reading specialists, and parents as well as the

selection of students for special instruction, the frequency and length of class sessions, and other related areas. References accompany most chapters, and five appendices are also included.

Goodman, K. (1986). What's whole in whole language? Portsmouth, NH: Heinemann.

Describes the whole language philosophy, using understandable terms. Goodman focuses on a variety of pertinent areas, including a flexible definition of whole language, a discussion of how to implement it, a view of its relationship to children's overall literacy development, and a concern for revaluing as as alternative to remediation. While stressing the importance of the teacher's role, Goodman states, "Wise administrators will rely on effective whole language teachers to support the program and to bring it and the rest of the staff along" (p. 77).

Hallinger, P., & Murphy, J. (1985). Characteristics of highly effective elementary school reading programs. Educational Leadership, 42, 39-42.

Analyzes the policies and practices of two successful, high-achieving elementary schools. The effective reading climates are the result of coordinated schoolwide reading efforts which focus on time allocation, use of a variety of materials, easy access to books in both the classroom and the library, emphasis on literature, reading reinforcement in the home, and support services that are integrated in the regular classroom. The researchers also discuss the importance of instructional leadership and describe how different leadership styles can be equally effective. For example, in one school, the building principal played a major role in all decision making concerning reading. In another school, however, the principal delegated leadership roles to faculty leaders with expertise and willingness to perform such roles. Interestingly, both schools were comparably successful.

Harp, B. (1987-1989). When the principal asks. The Reading Teacher, 41,42.

Presents a column concerning administrative involvement in the school reading program. From October 1987 to May 1989, the author wrote brief practical articles concerning a variety of topics, including literary processes in the content areas, whole language, using literature study groups, and going beyond ability grouping. The articles are well-organized and have practical implications for the classroom.

Rauch, S.J. (1981-1984). The administrator and the reading program. Reading World, 22,23.

Presents a column supporting the varied roles of the administrator in the reading program. Topics include why reading programs succeed, motivating teachers, and (with Joseph Sanacore) two annotated bibliographies on reading leadership. This column is intended for teacher educators but also has value for school practitioners.

(1988-1989). Reading supervisors. Journal of Reading, 32,33.

Presents a column highlighting supervisory roles for the reading program. P. Hagerty, P. Hoagland, and J. Smith are among the columnists who address topics, such as the reading supervisor as an instructional leader, delegation for the busy administrator, and reading specialists enhancing classroom instruction. Each article is brief and provides practical suggestions.

Sanacore, J. (1989). Commentary: Needed: The principal's support in creating a positive professional attitude toward independent reading in the schools. Reading Research and Instruction, 28, 75-79.

Suggests ideas that administrators and teachers can share as they work toward building a positive attitude toward motivating students to read in school. The importance of cooperative efforts and staff participation is stressed, and the positive uses of

staff development and developmental supervision are highlighted. This article does not present actual approaches to creating the lifetime reading habit, since (as the author notes) such approaches already have been suggested in the literature of the field. Instead, the focus is on building the most favorable attitude toward promoting independent reading during the school day.

Sanacore, J. (1983). How the principal can promote free reading in the content areas. Journal of Reading, 27, 229-233.

Promotes the lifetime reading habit through recreational or free reading across the curriculum. After defining recreational reading, the author highlights the administrator's role in supporting this innovation by building it into the students' yearlong schedules. In this plan, students experience recreational reading for five-week blocks of time in each content area. In addition to this ambitious approach, the author suggests low-key strategies, such as seeking a department on a voluntary basis or incorporating semifree reading into subject-matter lessons. Finally, inservice education is encouraged as a strategy for strengthening recreational reading efforts.

Sanacore, J. (1988). Schoolwide independent reading: The principal can help. Journal of Reading, 31, 346-353.

Discusses the issue of using school time for independent reading. Among the points made are independent reading helps students expand reading interests, build prior knowledge, apply skills to reading material, and,most important, develop the lifetime reading habit. To accomplish these outcomes, four guidelines are suggested: providing pertinent staff development, using independent reading to promote creative reading, supporting schoolwide efforts, and making realistic modifications.

Sanacore, J. (1982). Transferring the PQ4R study procedure: Administrative concerns. The Clearing House, 55, 234-236.

Describes the steps that comprise the PQ4R procedure and discusses

administrative approaches to supporting the continuous use of this study technique. These approaches include demonstrating a need for PQ4R during meetings, conducting effective inservice education concerning this technique, and guiding the staff to include this study procedure in content area lessons. The author also suggests that the building principal encourage the use of other reading-study strategies.

Sandel, L. (1985). Organizing the volunteer tutor program. In S.J. Rauch & J. Sanacore (Eds.). Handbook for the volunteer tutor (2nd Ed.) (pp. 107-122). Newark, DE: International Reading Association.

Presents procedures and forms that help to organize and administer a volunteer tutor program. Among the forms are the Volunteer Tutor Application, the Student Application and Interview, the Assignment Sheet, the Lesson Plan, and the Contact Sheet. The author also describes aspects of Literacy Volunteers of Long Island, and she focuses on the need for this program,its one-to-one tutoring service, its tutor training workshop, and its behind-the-scenes structure. Also included are a section entitled "Gleanings from Research" and an extensive bibliography.

Shannon, P. (1989). The struggle for control of literacy lessons. Language Arts, 66, 625-634.

Alerts administrators and teachers to the politics of literacy education. According to the author, teacher behavior related to reading instruction is driven by basal readers, which are substantially controlled by publishing companies. This problem is linked to both skills-based and interactionist basals. The whole language philosophy, however, provides teachers and students with more cooperative control over their instructional lessons. The author concludes that for whole language to be fully realized, educators must examine the social, political, and historical foundations of present practices so that the questionable motives of basal proponents are exposed.

Wepner, S.B., Feeley, J.T., & Strickland, D.S. (Eds.) (1983). The administration and supervision of reading programs. New York: Teachers College Press.

Provides information concerning links between reading and writing, uses of computers in reading programs, and other up-to-date areas. Ideas are presented in a practical, readable fashion, and leadership guidelines are suggested for both elementary and secondary school settings. This source is also useful for preservice and inservice education.

References

Caldwell, Sarah H., and Fred H. Wood. "School-Based Improvement--Are We Ready?" Educational Leadership, vol. 46, no. 2 (October 1988), pp. 50-53.

Harris, Albert J. "Develop Administrative and Supervisory Competence in Teaching Reading. "Reading Improvement, vol. 13, no. 1 (Spring 1976), pp. 48-52.

Hoffman, James V., and William L. Rutherford. "Effective Reading Programs: A Critical Review of Outlier Studies." Reading Research Quarterly, vol. 20, no. 1 (Fall 1984), pp. 79-92.

Laffey, James L. "The Role of the Elementary Principal in the School Reading Program: Research and Practice." The Reading Teacher, vol. 33, no. 5 (February 1980), pp. 632-636.

Rauch, Sidney J. "Administrators' Guidelines for More Effective Reading Programs." Journal of Reading, vol. 17, no. 4 (January 1974), pp. 297-300.

Rauch Sidney J., and Joseph Sanacore. "The Administrator and the Reading Program: An Annotated Bibliography on Reading Leadership." Reading World, vol. 23, no. 4 (May 1984), pp. 388-93.

Sanacore, Joseph. "Reading Leadership: An Annotated Bibliography." Journal of Reading, vol. 22, no. 8 (May 1979), pp. 739-44.

Sanacore, Joseph. "Wanted: Effective Reading Leaders." The Clearing House, vol. 55, no. 7 (March 1982).